

Standards-Based Lesson Template

Submission Date	2014-07-20 16:01:13
Teacher:	Maria Olivas
Class:	Spanish 3
Lesson/Unit Title:	Career Exploration
Abstract/summary of lesson:	Students will have the opportunity to research a variety of professions, write a resume for an assigned profession, and participate in a mock interview for a position in the assigned profession.
Students will know...	Students will know... <ul style="list-style-type: none">-Spanish vocabulary for specific professions.-how to do research on the Internet.-how to create a resume.-how to conduct themselves in a job interview.
Students will be able...	Students will be able to... <ul style="list-style-type: none">-obtain information from various sources, including the Internet, about specific professions.-write a short essay about an assigned profession.-tailor a resume for a specific job.-answer questions about in a job interview environment.
Standards/Skills addressed	Language Learning Continuum – Stage III Content 3.0 Students acquire information, recognize distinctive viewpoints, and further their knowledge of other disciplines. 3.1 Students address concrete and factual topics related to the immediate and external environment, including: k. Careers and future plans Communication Stage III 3.0 Students use planned language (paragraphs and strings of paragraphs). 3.1 Engage in oral, written, or signed (ASL) conversations. 3.2 Interpret written, spoken, or signed (ASL) language. 3.3 Present to an audience of listeners, readers, or ASL viewers. Functions 3.4 Describe, narrate, explain, and state an opinion. 3.5 Demonstrate understanding of the main idea and key details in authentic texts. 3.6 Produce and present a written, oral, or signed (ASL) product in a culturally authentic way. Structures Stage III 3.0 Students use knowledge of text structure to understand

topics related to the external environment.
3.1 Use paragraph-level discourse (text structure) to produce formal communications.
3.2 Identify similarities and differences in the paragraph-level discourse (text structure) of the languages the students know.

Settings
Stage III
3.0 Students use language in informal and some formal settings
3.1 Initiate age-appropriate cultural or language-use opportunities outside the classroom.

Performance tasks/projects:

Write research paper on an assigned profession.
Resume for a position in the assigned profession.
Participate in mock interview for a position in assigned profession.
Write short essay to explain whether or not they would pursue assigned profession.

Test and quiz questions or essay prompts:

Prompts for research paper:

- Explanation of profession
- Education requirements
- Name of three institution that offer program
- Entry level salary
- Demand for members of the profession

Other evidence to be used (e.g., observations, evaluation of work samples, discussion):

Participation in pair-share activities to discuss each other's findings

Student self-assessments:

Write short essay to explain whether or not they would pursue assigned profession.

Objectives

Students will know...
-Spanish vocabulary for specific professions.
-how to do research on the Internet.
-how to create a resume.
-how to conduct themselves in a job interview.

Motivation:

Students will tell a partner their top two career choices. I will then share with the class my experience in the SPIE internship at Alliance Worknet. The class will then work together to come up with a list of possible professions to explore.

Presentation:

The information needed for the lesson will be presented in various forms.

1. I will present the introduction to Chapter 5 of Realidades Level 3 textbook, titled "Trabajo y comunidad" (Work and Community), on the screen while we do choral reading.
2. I will distribute and explain the requirements for the research paper and the resume.
3. I will distribute rubrics and explain how their projects will be assessed.

Application/Activities:

Students will work in pairs to quiz each other on vocabulary. Students will complete activities in their workbooks to practice vocabulary and grammar.

Students will work in small groups to check each others' drafts of research paper.
Students will work with a partner to practice mock interview.

Materials needed:

Realidades Level 3 Textbook (pages 200-245)
Realidades Level 3 Practice Workbook (Activities 5-1 through 5-14)
Prompt/question list for research paper, resume, and mock interview.
Computer lab

Assessment/Evaluation:

Rubrics for research paper, resume, and mock interview.
Reading of research paper and resume.
Observation of video-recorded mock interview.

Closure/Reflection:

Students will be asked to share their opinion on the usefulness of the lesson. They will also be briefly introduced to the material in the next unit titled "¿Qué nos traerá el futuro?"(What does the future hold for us?).

Standards-Based Lesson Template

Submission Date	2014-07-20 16:42:55
Teacher:	Ana C. York
Class:	Spanish
Lesson/Unit Title:	Me Dolls
Abstract/summary of lesson:	Students will create a representation of self and use Spanish vocabulary to describe their project.
Students will know...	Students will know how to write sentences/ paragraph using Spanish vocabulary to describe their me dolls.
Students will be able...	Students will be able to create a Me Doll to represent their life journey of survival and growth.
Standards/Skills addressed	<p>Communication</p> <p>To achieve communicative competence, students convey and receive messages effectively. Students actively use language to transmit meaning while responding to real situations. Moreover, they process language in linguistically and culturally appropriate ways while interacting with a wide variety of audiences. As they progress along the Language Learning Continuum, students engage in communication that is age- and stage-appropriate.</p> <p>Stage I</p> <p>1.0 Students use formulaic language (learned words, signs [ASL], and phrases).</p> <p>1.1 Engage in oral, written, or signed (ASL) conversations.</p> <p>1.2 Interpret written, spoken, or signed (ASL) language.</p> <p>1.3 Present to an audience of listeners, readers, or ASL viewers.</p> <p>Functions</p> <p>1.4 List, name, identify, and enumerate.</p> <p>1.5 Identify learned words, signs (ASL), and phrases in authentic texts.</p> <p>1.6 Reproduce and present a written, oral, or signed (ASL) product in a culturally</p>
Performance tasks/projects:	Students will share their completed project in small groups.
Test and quiz questions or essay prompts:	Discuss with your group what your Me Doll represent and the meaning of the details you chose to include in the project.